



August 2007 – Special Edition: NCLB Reauthorization Proposals

This edition of *ELON* focuses on recent proposals and recommendations for reauthorizing NCLB. It contains proposals from national organizations and associations; the U.S. Department of Education; state education agencies (SEAs); and congressional members from both houses. Where applicable, we highlight specific recommendations related to modifying the supplemental educational services (SES) and 21st Century Community Learning Centers (21st CCLC) provisions of NCLB.

The ***Extended Learning Opportunities Network*** e-newsletter (ELON) is a monthly publication from CCSSO that provides timely information, research, and resources to support our members (chief state school officers, state education agency staff) in expanding and sustaining high quality Extended Learning Opportunities (ELOs) to students in need of them. ELOs are initiatives that provide safe, structured environments for students outside the regular school day. ELOs include before- and after-school programs; Saturday, weekend, and summer programs; extended day/year initiatives, distance learning, and early education initiatives.

IN THIS ISSUE...

National Organizations and Associations - Recommendations for NCLB Reauthorization...

The American Federation of Teachers (AFT). ***NCLB: Let's Get It Right***

The Center on Education Policy (CEP). ***Reauthorizing the Elementary and Secondary Act of 1965: Recommendations from the Center on Education Policy***

The Commission on No Child Left Behind. ***Beyond NCLB: Fulfilling the Promise to Our Nation's Children***

The Council of Chief State School Officers. ***ESEA Reauthorization Policy Statement***

The Council of Chief State School Officers. ***Recommendations to Reauthorize the Elementary and Secondary Education Act (ESEA)***

Knowledge Alliance. ***What's Next: A New Knowledge Era for School Improvement. Recommendations for the Reauthorizations of the Elementary and Secondary Education Act***

The National Association of Secondary School Principals. ***Legislative Recommendations for High School Reform***

The National Conference of State Legislatures and the American Association of School Administrators. ***Joint Statement of the National Conference of State***

Legislatures and the American Association of School Administrators on ESEA Reauthorization

The National Education Association. ***ESEA: It's Time for a Change! NEA's Positive Agenda for the ESEA Reauthorization***

The National Governors Association, the Council of Chiefs State School Officers, and the National Association of State Boards of Education. ***Joint Statement of Reauthorization of the No Child Left Behind Act (NCLB)***

The National School Boards Association, the National Education Association, the American Federation of Teachers, the National Association of Elementary School Principals, the American Association of School Administrators, and the National Association of Secondary School Principals. ***Joint Statement On the Reauthorization of the Elementary and Secondary Education Act (ESEA)***

The Parent Teacher Association (PTA). ***PTA Recommendations for Parent Involvement in the Upcoming ESEA-NCLB Reauthorization***

U.S. Department of Education. ***Building on Results: A Blueprint for Strengthening The No Child Left Behind Act***

State Recommendations for NCLB Reauthorization...

California Department of Education
Kansas State Board of Education
Michigan Department of Education
Minnesota Department of Education
New York State Board of Regents
North Carolina State Board of Education
Pennsylvania Department of Education
Wyoming Department of Education

Legislation Proposals in the Works...

Representative George Miller (CA), Chairman, House Committee on Education and Labor and Representative Howard "Buck" McKeon (CA), Senior Republican Member, House Committee on Education and Labor. ***Discussion Draft: Title I – Improving the Academic Achievement of the Disadvantaged***

Proposed Legislation...

21st Century Community Learning Centers
Supplemental Educational Services
Early Childhood Education
Older Youth
Summer Learning
Other Proposed Legislation Related to ELO

National Organizations and Associations - Recommendations for NCLB Reauthorization...

The American Federation of Teachers (AFT). ***NCLB: Let's Get It Right*** – This publication presents recommendations that the AFT believes will improve *NCLB*. It provides twenty recommendations including

- providing struggling schools and districts the resources and flexibility to implement research-based interventions such as extended school day, reduced class size, intensive and additional reading and math instruction, summer school, and early childhood programs
- allowing struggling schools to target interventions to student populations that are in the most need of them
- permitting schools no longer labeled as “in need of improvement” to receive intervention funds at least three years after maintaining its improved status

This publication is available at:

<http://www.aft.org/topics/nclb/downloads/LGIRrecommend.pdf>

The Center on Education Policy (CEP). ***Reauthorizing the Elementary and Secondary Act of 1965: Recommendations from the Center on Education Policy*** – The recommendations presented in this publication are based on the findings from CEP’s research on the effects of *NCLB*. It provides specific recommendations in these areas

- achievement
- testing and its impact on curriculum and instruction
- accountability
- schools in need of improvement
- state departments of education
- funding
- teacher quality

Specific recommendations related to schools in need of improvement include

- directing states and the federal government to evaluate school improvement strategies that show the greatest success in urban settings and then provide assistance to urban schools to replicate those strategies
- targeting resources to the schools most in need of assistance
- continuing assistance funding for schools for three years after being no longer under improvement status
- allowing schools in restructuring to utilize multiple strategies

Specific recommendations related to state departments of education include

- establishing an unrestricted grant program for each state’s leadership that would enable them to assess and rethink the role of the SEAs in improving elementary and secondary education
- increasing federal funds to support SEAs to effectively carry out the expectations of the law
- directing the U.S. Department of Education to review and adjust its application, reporting procedures, guidance, and regulations
- providing flexibility to states to address the unique needs of each school
- providing funding and technical assistance that will support states to develop assessments for students with disabilities and English language learners

This publication is available at:

<http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&nodeID=1&DocumentID=223>

The Commission on No Child Left Behind. ***Beyond NCLB: Fulfilling the Promise to Our Nation's Children*** – This publication outlines the recommendations for the reauthorization of NCLB. It expresses the vision of the Commission to establish a high-achieving education system that includes teacher and principal quality and effectiveness, accountability, meaningful school improvement, high-quality student options, accurate assessments, and high expectations for all students. Recommendations related to effective school improvement and student options include

- improving access to supplemental educational service (SES) providers by requiring school districts to offer space in school facilities
- providing enrollment periods several times a year and allowing districts to form consortiums to inform parents and provide SES to students
- reserving one percent of the funds expended on SES for administrative support for districts to operate SES programs
- requiring districts to identify and publicize a person or office that would operate as a point of contact for SES and public school choice
- requiring states to evaluate the impact of their SES providers on student achievement
- requiring the U.S. Department of Education to use a portion of Title I funding to study the nationwide effects of SES on student achievement
- strengthening the capacity of states to help low-performing schools by increasing the amount of federal funds set aside by states for school improvement to five percent of Title I funding

The development of the recommendations was informed by parents, educators, community members, policy makers, state officials, superintendents, teachers, and researchers who testified at public hearings and roundtable discussions.

This publication is available at:

http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB_Book.pdf

The Council of Chief State School Officers. ***ESEA Reauthorization Policy Statement*** – This policy statement is the result of the work of the Chief's ESEA Reauthorization Task Force. It advances broad recommendations that CCSSO believes should guide the reauthorization of ESEA:

- continuing and increasing support and freedom for state and local implementation of the foundations of standards-based reform
- providing supports for states and districts to leverage foundations of standards-based reforms to help improve teaching and learning
- increasing investments in innovation, research, technical assistance, and collaboration to inform state and local implementation of standards-based reforms

The policy statement is available at:

http://www.ccsso.org/content/PDFs/ESEA_Policy_Stmnt.pdf

The Council of Chief State School Officers. ***Recommendations to Reauthorize the Elementary and Secondary Education Act (ESEA)*** – These recommendations build upon the *ESEA Reauthorization Policy Statement*. They provide Congress with specific objectives and rationales about how to update, build upon, and strengthen the work and

innovations by the states to ensure that all students are prepared for post secondary education, work, and citizenship in the 21st century. The statement asks policymakers to consider the following set of recommendations in the reauthorization of NCLB

- promote innovative models and reinvent peer review
- improve accountability determinations
- differentiate consequences
- improve assessment systems
- properly include students with disabilities
- properly include English language learners
- enhance teacher quality
- strengthen resources

The publication is available at:

http://www.ccsso.org/content/pdfs/ESEA_rec_final.pdf

Knowledge Alliance. ***What's Next: A New Knowledge Era for School Improvement. Recommendations for the Reauthorizations of the Elementary and Secondary Education Act*** – These recommendations are based around the Knowledge Alliance's belief to improve pre-K-12 education is in the effective use of research-based knowledge.

Recommendations include

- making the effective use of research-based knowledge a central theme of the reauthorization
- launching a national initiative to establish strong, workable connections between research enterprise and school improvement efforts
- creating a rapid-response, research-based innovation capacity for school improvement
- adopting a rigorous, relevant, useable definition for applying scientifically-based research for school improvement

This publication is available at:

http://www.nekia.org/files/knowledge_alliance_ESEA_long_july_27_07.doc

The National Association of Secondary School Principals. ***Legislative Recommendations for High School Reform*** – This publication discusses recommendations to improve the structure and culture of high school. It addresses topics that include

- academic rigor
- personalized learning
- adolescent literacy
- low-performing students
- assessments
- high quality school leaders
- highly qualified teachers
- high schools identified as "in need of improvement"

Relating to ELO, it requests \$3.55 billion to assist states, districts, and high schools in supporting the needs of low-performing students. The funds may be used to

- give schools flexibility to implement research-proven instructional activities consistent to the ways students learn best
- provide extended instructional time through after-school and summer learning programs
- provide supplemental after-school services from state-approved providers
- provide support services such as guidance, health, nutrition, and social services that affect academic performance

This publication is available under the article, "Turning Around Low-Performing Schools" at: <http://www.principalspolicyblog.org/blog/>

The National Conference of State Legislatures and the American Association of School Administrators. ***Joint Statement of the National Conference of State Legislatures and the American Association of School Administrators on ESEA Reauthorization*** – This joint statement emphasizes the respective organizations commitment to a state-federal-local approach, calls for full federal funding of costs related to state and local governments efforts to comply with the requirements of the law, and offers specific recommendations for modifying *NCLB*. These include

- giving states flexibility to utilize growth models and other standards-based assessments to measure the academic progress of students
- allowing states the authority to differentiate levels of achievement to determine rewards, sanctions, and consequences
- appropriately assessing students with disabilities and English language learners
- providing incentives and flexibility for improvement to rural and urban schools
- providing incentives to attract highly qualified teachers to challenging schools

This statement is available at:

<http://www.ncsl.org/print/statefed/NCLB/NCSLAASAJointNCLBStatement.pdf>

The National Education Association. ***ESEA: It's Time for a Change! NEA's Positive Agenda for the ESEA Reauthorization*** – This report discusses the priorities for ESEA reauthorization based from the vision that all students have a basic right to a great public school. Identifying criteria for a great public school includes giving students access to

- quality programs and services enabling them to come to school every day and learn such as, pre-K and kindergarten programs, after-school enrichment and intervention programs, counseling and mentoring, safe and efficient transportation
- rigorous and comprehensive curriculum that is aligned with standards and assessments and includes multiple forms of assessment
- quality conditions for teaching and lifelong learning that includes smaller class sizes, up-to-date textbooks, policies that encourage collaboration and shared decision making, and a school facility that is safe, healthy, and modern
- qualified, caring, diverse, and stable workforce
- a system where there is a shared responsibility for school accountability among stakeholders at all levels
- a community that encourages parents, families, and public/private entities to take part in the school's activities
- a system that ensures adequate, equitable, and sustainable funding, which includes fully funding ESEA programs at authorized levels, prohibiting state and schools to spend their own funds to implement federal mandates, and protecting ESEA programs such as SES and school choices

This publication is available at:

<http://www.nea.org/lac/esea/images/posagenda.pdf>

The National Governors Association, the Council of Chiefs State School Officers, and the National Association of State Boards of Education. ***Joint Statement of Reauthorization of the No Child Left Behind Act (NCLB)*** – This joint statement provides recommendations for reauthorization of *NCLB*. It addresses issues for Congress to consider that will affect the academic achievement of all students and presents recommendations such as

- providing resources and supports for states to develop capacity to assist schools
- broadening the array of options for states and LEAs to differentiate and determine consequences and target interventions to student population who fail to meet AYP
- allowing states to offer SES before school choice
- aligning NCLB requirements, goals, and outcomes with other federal education and workforce laws that foster smooth transitions

Attached to the joint statement are each of the organizations' respective statements and recommendations on reauthorization.

This statement is available at:

http://www.nasbe.org/press_release/Joint_NCLB_Statement_NASBE_CCSSO_NGA_4.5.07.pdf

The National School Boards Association, the National Education Association, the American Federation of Teachers, the National Association of Elementary School Principals, the American Association of School Administrators, and the National Association of Secondary School Principals. ***Joint Statement On the Reauthorization of the Elementary and Secondary Education Act (ESEA)*** – This joint statement expresses the views of the listed groups representing teachers and other school staff, principals, local administrators, and school board members. It proposes changes in the following areas

- accountability
- assessments
- improved assessments for English language learners and students with disabilities
- school improvement
- educator quality and professional development

For more information, please visit:

<http://www.nea.org/esea/sixstatement.html>

The Parent Teacher Association (PTA). ***PTA Recommendations for Parent Involvement in the Upcoming ESEA-NCLB Reauthorization*** – This publication provides recommendations based from PTA's four principles of parental involvement. Those principles include more accountability to parents, better data through a more understandable delivery system, better resources to help teachers and parents, and community supports. Six broad recommendations with specific action steps are provided such as retaining and expanding parent involvement plans by designating LEAs how to provide information to parents on the availability of SES for their students, which includes providing

- a summary and list of all services, programs, and choices available, such as tutoring and the option to transfer to a higher performing school
- a list of tutoring services, including where and by whom they are being offered and any costs associated for parents

It also requests integration of the after-school provisions with the SES services that would enable appropriate 21st CCLC grantees and other after-school programs to provide support to qualify as state-approved providers.

This publication is available at:

<http://www.pta.org/documents/NCLB-rec07.pdf>

U.S. Department of Education. ***Building on Results: A Blueprint for Strengthening The No Child Left Behind Act*** – This publication describes the U.S. Department of

Education's proposals for revising *NCLB*. The report maintains the Department's continued support around *NCLB*'s core principals, which include

- all students reading and doing math at or above grade level by 2014
- annual assessments and disaggregation of data to close the achievement gap
- qualified teachers in core academic subjects in every classroom
- timely information and educational options for all parents

Proposed changes include

- allowing states to expand on their use of improved data systems to prioritize their school improvement activities relating to schools identified for improvement, corrective action, or restructuring
- increasing Title I funds for high schools serving low-income students
- requiring schools in restructuring status to offer Promising Scholarships for low-income students to access private/public school choice or intensive tutoring
- increasing SES funding proportionately, allowing for use of larger SES per child amounts for students in rural areas or who has disabilities or limited English proficiency
- offering SES to low-income students attending schools in improvement status during the first year
- requiring districts to spend all the SES and choice funds each year or risk forfeiting their twenty percent set aside
- strengthen enforcement mechanisms to ensure that parents and students are notified of their SES and choice options in a timely manner and that high-quality services are provided

This publication is available at:

<http://www.ed.gov/policy/elsec/leg/nclb/buildingonresults.pdf>

A full summary of this report is available at:

<http://www.ed.gov/policy/elsec/leg/nclb/factsheets/blueprint.pdf>

A letter to Chief State School Officers describing all policy goals is available at:

<http://www.ed.gov/print/policy/elsec/guid/secletter/070423.html>

State Recommendations for NCLB Reauthorization...

California Department of Education

Recommendations include

- fully funding the law to its authorizing levels
- allowing states to adjust the order of choice and SES
- permitting LEAs to target interventions towards individual students and subgroups not meeting proficiency standards
- creating new funding streams for SEAs and LEAs to implement and administer choice and SES
- requiring SES providers to serve eligible students with disabilities and English language learners

For a complete description and rationales to all of California's priorities related to reauthorization, please visit: <http://www.cde.ca.gov/nr/el/le/yr07ltr0604att.asp#sec1>

Kansas State Board of Education

Recommendations include

- giving states more flexibility in determining consequences for with schools and districts are identified for improvement, which includes adjusting the order of choice and SES and permitting those schools and districts to become SES providers
- fully funding federal programs enabling states to meet the law's requirements or permitting states to not implement any provisions that are not fully funded

The Kansas State Board of Education's *Recommendations for No Child Left Behind (NCLB)* provides a complete description of the state's proposals to *NCLB* and is available at:

http://www.kpirc.org/Downloads/Reauthoriz_KS.pdf

Michigan Department of Public Instruction

As part of the U.S. Senate Committee on Health, Education, Labor and Pensions roundtable discussions, "NCLB: Reauthorization: Strategies that Promote School Improvement," Michigan's Superintendent of Public Instruction, Michael Flanagan prepared remarks offering recommendations to *NCLB*. Recommendations include

- offering SES for students attending a school in improvement status in first year
- providing adequate resources to states to administer and monitor SES services
- requiring a significant and increased role of Regional Assistance Centers to help states with monitoring and evaluating SES providers

The superintendent's full statement and complete list of recommendations is available at:

http://help.senate.gov/Hearings/2007_02_08/flanagan.pdf

Minnesota Department of Education

Recommendations include:

- authorizing more flexibility for school choice and more accountability for SES
- permitting states to create a system that allows for rigorous and stable school improvement plans and for differentiated consequences for schools failing to meet AYP
- strengthening resources at the state and local levels

For more information on Minnesota's recommendations, please visit:

http://education.state.mn.us/mde/About_MDE/News_Center/Press_Releases/031116

New York State Board of Regents and the New York State Education Department

Recommendations include:

- allowing states to only use Title I criteria, which includes assessments to student subgroups to determine whether a school or district is "in need of improvement"
- prohibiting states to impose sanctions on schools or districts because of one or more student subgroups failed to meet AYP

Issue briefs on each of New York's priority areas for NCLB reauthorization is available at:

<http://www.oms.nysed.gov/legcoord/nclb/priorities.pdf>

North Carolina State Board of Education

Recommendations include:

- offering eligible students SES before school choice attending schools in year one of improvement status
- limiting the option of school choice to student groups within the school whose needs are not being met as indicated by failing to meet proficiency standards
- allowing all students attending schools with improvement status and are not proficient to be eligible for SES regardless of economic status

- authorizing state to differentiate and determine consequences and interventions for schools and districts not making AYP
- ensuring federal funding levels are sufficient in allowing states and districts to fully implement program and activities

North Carolina's complete description of recommendations are in its publication, *NCLB Findings and Recommended Changes*. It is available at:

<http://www.ncpublicschools.org/docs/nclb/news/2007/reauthorrecommend.pdf>

Pennsylvania Department of Education

Recommendations include:

- significantly increasing federal funding allowing states to transform itself into a technical assistance resource
- restructuring federal Title I funding to states targeting resources for areas with high concentrations of poor students
- allowing states to restrict tutoring models to those that have proven to be successful
- giving flexibility to states in determining consequences for school and districts not meeting AYP

Pennsylvania's complete description of recommendations are available at:

<http://www.pdenewsroom.state.pa.us/newsroom/cwp/view.asp?Q=126101>

Wyoming Department of Education

Recommendations include:

- providing states flexibility and staff capacity on sanctions imposed on a school or district to ensure the needs of students are met
- authorizing additional funds to implement "restructuring plans" for schools in year four and five of improvement

Wyoming's complete description of recommendations are available at:

http://www.k12.wy.us/A/docs/NCLB_recommendations.pdf

Legislation Proposals in the Works...

Representative George Miller (CA), Chairman, House Committee on Education and Labor and Representative Howard "Buck" McKeon (CA), Senior Republican Member, House Committee on Education and Labor. ***Discussion Draft: Title I – Improving the Academic Achievement of the Disadvantaged*** – This discussion draft from the House Committee on Education and Labor proposes changes to the Title I provisions of the Elementary and Secondary School Act of 1965. The draft reflects feedback the committee received through hearings held in Washington, D.C; written recommendations; and discussions with constituents and other congressional leaders. It proposes

- applying additional indicators in determining final AYP status – In addition to using math and reading assessments, it authorizes states to allow schools and districts to earn credit for improvement in other assessments, such as social studies, writing, and science and in areas including: graduation rates, drop out rates, college enrollment, or increased achievement levels of the lowest and highest performing student in the school. These additional indicators will provide up credit up to fifteen percent for elementary schools and up to twenty-five percent for high schools.
- creating two separate school improvement and assistance systems that includes funding for "Priority Schools" and "High Priority Schools" – "Priority Schools" include

schools missing AYP because of low performance levels of one or two student subgroups. These schools would need minor interventions. "High Priority Schools" include schools missing AYP because of most or all student subgroups. These schools would need more assistance.

Intervention options for schools designated as "Priority" or "High Priority" include

- revising instructional programs that are better aligned to state standards
- using formative assessments
- offering parents to use free after-school tutoring and public school choice
- providing activities that foster personalized learning environments
- increasing student access to after-school, summer school, and extended day
- supervising intervention models for low-performing students, i.e. Response to Interventions approaches
- providing supports and assistance for students with diverse learning needs

"Priority Schools" would be required to choose from at least two of these options; elementary "High Priority Schools" would be required choose from at least three options and secondary schools would be required choose at least four interventions.

The summary of this draft is available at:

<http://edlabor.house.gov/bills/MillerMcKeonNCLBDiscussionDraftSummary.pdf>

The draft is available at:

<http://edlabor.house.gov/bills/MillerMcKeonNCLBDiscussionDraft.pdf>

A letter from Representatives Miller and McKeon to "education stakeholders" about this draft is available at:

<http://edlabor.house.gov/bills/MillerMcKeonKildeeCastleNCLBLetter.pdf>

Proposed Legislation...

21st Century Community Learning Centers

S. 1557 *The 21st Century Community Learning Centers Act of 2007* – This bill, introduced by Senator Dodd (CT) increases program funds from three percent to five percent for SEAs to use for monitoring, evaluating, and providing training and technical assistance. Additionally, it expands eligibility for 21st CCLC funding to include service learning, nutrition education, recreation, physical fitness, and wellness programs.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c1107dRbDb>

Supplemental Educational Services

S. 1913 *No Child Left Behind Enhancement Act* – This bill, introduced by Senator Crapo (ID) provides schools with more flexibility in meeting the needs of all students. Relating to SES, it permits students attending a school identified as "in need of improvement" to seek out supplemental educational services before opting to transfer schools. It also outlines procedures for LEAs to provide input regarding selecting SES providers.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c1106KEM8k>

S. 1014 *Empowering Parents Through Choice Act* – This bill, introduced by Senator Alexander (TN) authorizes the Secretary of Education to award competitive grants to states, LEAs, or nonprofit organizations to support initiatives enabling students from low-income families who attend a school identified as “in need of improvement” to access their options of school choice and SES.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110mcONcP>

H.R. 1486 *Empowering Parent Through Choice Act* – This bill, introduced by Representative McKeon is identical to S. 1014.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110vV4Sps>

S. 348 *The Improving No Child Left Behind (NCLB) Act* – This bill, introduced by Senator Crapo (ID) revises criteria used to determine AYP and to identify schools and districts for improvement. It also reverses the order of the school choice and SES interventions.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110KdwZTq>

S. 1009 *Raising Achievement through Improving Supplemental Education Act of 2007/RAISE Act* – This bill, introduced by Senator Martinez (FL) makes changes to the SES provisions that include

- making SES available to students attending schools classified as “in need of improvement” after failing to meet AYP for two consecutive years
- prioritizing funds giving preference for SES services to low-performing students who are not from low-income families over students who are from low-income families but are not low-performing
- prohibiting providers from offering incentives to parents
- directing the Secretary of Education to develop and provide guidance of a model program that coordinates SES and 21st CCLC programs

Proposed requirements for LEAs include

- establishing a streamlined opportunity for eligible students to obtain SES services that includes notifying students and their parents and offering at least two opportunities for parents to register and select a provider
- allowing state-approved providers access to school facilities equivalent to the access given to other after-school and extra-curricular programs
- entering into a written agreement with the provider selected by the parents’ to begin services no later than twenty days after both parties receive the student’s contact information

Proposed requirements to states include

- providing as much advance notice to LEAs of their SES duties
- making available a downloadable SES application for LEAs and parents on the SEA internet website
- providing a valid and reliable evaluation that is consistent with nationally-recognized standards; records the gains of individual students; isolates the effects of SES from other possible variables that might affect student achievement; coordinates the

collection of qualitative data on parental satisfaction; and excludes student data on those who attended less than eighty percent of the total scheduled SES hours

- establishing safeguards against conflicts of interests when LEAs apply or become state-approved providers
- prohibits LEAs from reprogramming SES funds for other purposes unless parents of all eligible students have been notified of the availability of SES, the actual demand for SES is met, and the LEA is able to meet any likely future demand for SES

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110RRoZaI>

H.R. 2087 *No Child Left Behind Reform Act* – This bill, introduced by Representative DeLauro (CT) proposes changes to the *No Child Left Behind Act* focuses on AYP. Relating to SES and school choice, it allows schools to target those options to the students who are members of specified types of groups identified of failing to make AYP.

Other proposed changes focus on measuring AYP, building SEA and LEA capacity of data systems, and a high-quality teacher.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110IJOr0A>

S. 1236 *School Accountability Improvements Act* – This bill, introduced by Senator Murkowski (AK) proposes changes related to highly qualified teachers in small schools, measuring AYP, interventions for schools under improvement status, improving parental involvement, and Native American language programs. Relating to SES, it

- reverses the order of SES and school choice
- targets interventions to students who are not proficient
- allows LEAs in improvement status to become SES providers

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110hGqMjy>

Early Childhood Education

H.R. 3289 *Providing Resources Early for Kids Act/PRE-K Act* – This bill, introduced by Representative Hirona (HI) authorizes the Secretary of Education with consultation from the Secretary of Health and Human Services to provide early education grants to states. The purpose of these grants is to expand and improve the quality of early childhood education in participating states. To qualify states must

- carry out state-funded pre-K that uses research-based curricula aligned to developmentally appropriate early learning standards; follows national best practices for group size and teacher-to-student ratios; and requires teachers to hold an associates degree or higher in early childhood education or related field
- have a plan towards requiring teachers to hold a bachelors degree within five years after the state first receives the grant
- ensure that the total state funded pre-school program and childcare program from the previous year are equal to or greater than the grant amount

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c1104HJbcC>

H.R. 3263 *Universal Prekindergarten and Early Childhood Education Act of 2007* –

This bill, introduced by Representative Norton (DC) encourages the implementation or expansion of pre-K programs for students four years of age or younger. It allows LEAs to use community learning center funds for pre-K programs.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110AWxHOL>

S. 152 *The Early Education Act of 2007* – This bill, introduced by Senator Boxer (CA) authorizes the Secretary of Education to award grants to at least ten SEAs. The purpose of these grants is to enable states to provide early education programs for all children. The grants will cover no more than fifty percent for early learning programs in the state.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110pGkGb1>

S. 1823 *Ready to Learn Act* – This bill, introduced by Senator Clinton (NY) authorizes the Secretary of Education to award competitive grants to states that will promote school readiness. The funds awarded will enable states to provide subgrants that will establish and administer full day voluntary pre-K for four year old children in the state. States receiving grants must

- give priority to programs serving children from low-income families and those who are limited English proficient
- ensure within two years in receipt of the grants, that teachers in each classroom obtain a bachelor's degree or advanced degree in early childhood education; or a bachelor's degree or specialized training in early childhood development
- fund programs that are developmentally, culturally, and linguistically appropriate, aligned to the state's early learning standards, and uses valid and reliable, multiple assessments

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110sfa454>

Older Youth

S. 1920 *Getting Retention and Diplomas Up Among Today's Enrolled Students Act/Graduates Act* – This bill, introduced by Senator Reid (NV) provides competitive grants to partnerships between the SEA or LEA and at least one of the following:

- institutions of higher education
- non profit organizations
- community-based organizations
- businesses
- school development organizations or intermediary

Partners are required to use the funds to carry out specific activities, one of which, includes creating expanded learning time opportunities that may involve

- establishing a mandatory expanded day program for all students transitioning into their first year of high school and for academic remediation and enrichment
- providing arts or service learning opportunities with community-based cultural or civic organizations
- providing higher education and work-based exposure, experience, and credit-bearing learning opportunities with post-secondary institutions and the workforce

Other activities for use of funds include

- creating multiple pathways for students that reflects their interests and offers a range of education options leading to graduation and readiness for post-secondary education and the workforce
- improving student transitions from middle school to high school
- improving student transitions from high school to post secondary education
- increasing the autonomy and flexibility of secondary schools
- improving learning opportunities for students in rural areas through use of distance learning
- redesigning middle schools
- improving teaching and increasing academic rigor

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110mxP0vv>

S. 765 Graduate for a Better Future Act – This bill, introduced by Senator Burr (NC) establishes a grant program that will provide states, districts, schools, and educational nonprofit organizations with the resources and tools needed to target interventions for high school students at risk of dropping out and to improve high school graduation rates and prepare students for college and work.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110UuHHjB>

Summer Learning

S. 116 Summer Term Education Programs for Upward Performance Act of 2007/STEP UP Act of 2007 – This bill, introduced by Senator Obama (IL) authorizes the Secretary of Education to make competitive demonstration grants to SEAs that would pay for students eligible for free and reduced lunch to participate in summer programs. The total amount per student is \$1,600. States are required to match that amount. Allowable activities would include

- providing students access to summer learning
- facilitating student enrollments in elementary schools or youth development programs during the summer
- promoting collaboration between teachers and youth development organizations
- encouraging teachers to use new techniques, acquire new skills, and mentor new colleagues

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110oIGGZt>

H.R. 2272, S. 761 America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act/America COMPETES Act –

This newly enacted bill was introduced by Representative Bart (TN). It focuses on maintaining and improving innovation for the 21st century by

- strengthening education opportunities in science, technology, engineering, and mathematics for students in grades K-12
- increasing and developing research

Related to summer learning, the Secretary of Education is directed to provide no more than five grants to SEAs for funding of summer learning grants. Federal funds will support no more than fifty percent of the total costs for these grants. These summer learning grants will fund programs that

- provides the equivalent of at least thirty days of instruction
- engages small-group, research-based educational programs, materials, curricula, and practices
- provides curriculum that is aligned to state standards; increases numeracy and problem-solving skills; and emphasizes mathematics, technology, and engineering
- measures student progress and disaggregates the results for each student subgroup
- collects daily attendance
- provides professional development for teachers
- meets all applicable Federal, State, and local civil rights laws

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110R56HiI>

For more information, specifically related to the Summer Learning Grants, please visit:

<http://thomas.loc.gov/cgi-bin/query/F?c110:5:./temp/~c110Outqj6Y:e249939>:

Other Proposed Legislation Related to ELO

H.R. 2323 *Full-Service Community Schools Act of 2007* – This bill, introduced by Representative Hoyer (MD) authorizes the Secretary of Education to award grants to local entities and state collaboratives. It also develops a Full-Service Community Schools Advisory Committee, which consists of these four members or their delegate: the U.S. Attorney General; the Secretary of Agriculture; the Secretary of Health and Human Services; and the Secretary of Labor. The duties for this group include consulting on the development and implementation of programs; identifying strategies to improve coordination of funding; and issuing an annual report.

Local collaboratives, consisting of an LEA plus one or more of the following: a CBO, non-profit, or other private/public group that are awarded the grant must coordinate educational, developmental, family, health, and other comprehensive services to assist schools to function as a full-service community school. State collaboratives, consisting of the SEA and at least two other state government agencies or non-profit organizations, awarded the grant must use funds to support the development of full-service community school programs.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110sErISP>

S. 1391 *Full-Service Community Schools Act of 2007* – This bill, introduced by Senator Nelson (NE) is identical to H.R. 2323.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110iYNbbd>

H.R. 1539 *Academic Partnerships Lead Us to Success Act/A Plus Act* – This bill, introduced by Representative Hoekstra (MI) permits states to submit a declaration of intent applicable for up to five years to the Secretary of Education. It allows states to combine federal funds into one funding stream. States are required to inform the public of its student achievement assessment system and annually report on student progress. Also, states are required to keep accumulated spending on elementary and secondary education at no less than ninety percent of such spending for the school year.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110XWwt2m>

S. 893 Academic Partnerships Lead Us to Success Act/A Plus Act – This bill, introduced by Senator DeMint (SC) is similar to H.R. 1539. It directs the Secretary of Education to evaluate each agreement midway through its execution, and terminate any agreement whose terms are not met for three consecutive school years.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110lLdCCH>

S. 778 Teaching Fellows for Expanding Learning and After-School Act of 2007/T-FELAS Act – This bill, introduced by Senator Kennedy (MA) authorizes the Secretary of Education to award competitive grants to LEAs, CBOs, institutions of higher education, community learning centers to recruit, select, train, and support teaching fellows for expanding learning and after-school. The purposes for these grants are to

- strengthen the quality of staff in expanded learning initiatives, 21st CCLC programs, and other high-quality after-school programs
- advance student engagement and achievement through an emphasis on the values critical to school success and effective tutoring, mentoring, small group instruction, service learning, and enrichment
- provide training that will prepare Fellows to administer and improve extended learning opportunity initiatives and offer a promising career path in public education and youth development
- enable Fellows to increase their knowledge and skills in public education and youth development

Teaching fellows will be

- recent graduates of four year institutions of higher education or of accredited youth development programs from two year institutions of high education
- placed in full-time positions serving at least thirty weeks per year
- eligible for national service educational awards

Additionally, the Secretary of Education is directed to conduct an evaluation of the program every three years. It requires that best practices be shared through the Federal Youth Development Council.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110ygMzDq>

S. 1302 Keeping Parents and Communities Engaged Act/Keeping PACE Act – This bill, introduced by Senator Kennedy (MA) directs the Secretary of Education to award grants to states for competitive subgrants to LEAs and eligible entities to improve family and community involvement in schools. These subgrants would enable LEAs to hire and maintain Parent and Community Outreach Coordinators to provide support for schools. It requires states give priority to applicants serving schools with the highest proportions of needy students or students failing to meet state academic standards.

Subgrants may also be awarded to partnerships that include a school, LEA, mayor, and at least on other community partner to create schools as centers of communities. State grantees must match the subgrant amount to these entities.

The Parent and Community Outreach Coordinators are responsible for carrying out duties related to engaging families and the community, which includes

- implementing family needs and parent involvement assessment

- developing an individual workplan that includes an action plan for the school with a description of community resources and strategy for connecting students and families
- establishing and maintaining communication with families in a variety of ways
- working with the principal and school staff to establish a school culture that welcomes families
- assisting parents and school staff in resolving issues at school and district levels
- working with federal, state, local, and private partners to develop and implement a multitude of activities that will assist families and support student learning
- creating and supporting a school parent council that is representative of the school community
- participating in the school improvement process and development of the school improvement plan when appropriate
- participating in the training and professional development provided by CBOs and other staff serving at the LEA
- relating to students as a caring adult

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c1100yQk5a>

S. 1812 *Mentoring America's Children Act of 2007* – This bill, introduced by Senator Clinton (NY) increases the availability and quality of mentoring programs. It broadens the reach for programs to include children living in foster care or in areas of high crime rates, gang involvement, drug use, and youth suicides. It directs the Secretary to provide

- train and technical assistance to grantees
- track mentoring practices and outcomes
- submit an annual report to Congress

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110YemRHR>

H.R. 2611 *Mentoring America's Children Act of 2007* – This bill, introduced by Representative Davis (CA) is similar to S. 1812.

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110GRTTmj>

H.R. 171 *The Student Support Act* – This bill, introduced by Representative Lee (CA) directs the Secretary of Education to make matching grants to states. The goals for these grants is to

- lower the ratios of school-based mental health and student service providers to students
- provide school-base mental health and student services
- remove emotional, behavioral, and psychosocial barriers to learning
- support parents, teachers, and staff

For more information, please visit:

<http://thomas.loc.gov/cgi-bin/query/C?c110:./temp/~c110hT5SvJ>

About the Extended Learning and Development Opportunities Project

The Extended Learning and Development Opportunities Project is housed at CCSSO and is supported through funding from the [Charles Stewart Mott Foundation](#). The project is designed to assist states in developing their capacity to effectively implement the 21st Century Community Learning Centers (21st CCLC), and Supplemental Educational Services programs, as well as other state-based extended learning initiatives.

To submit a news item relevant to extended learning efforts at the state or district level, provide feedback, or to subscribe/unsubscribe, send an e-mail to Morakot Masokas at morakotm@ccsso.org. The PDF version of this newsletter is available at the following URL: http://www.ccsso.org/whats_new/newsletters/elon_news/index.cfm

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Our mission statement: The Council of Chief State School Officers, through Leadership, Advocacy, and Service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

Council of Chief State School Officers
One Massachusetts Avenue, NW • Suite 700
Washington, DC 20001-1431
voice: 202.336.7000 • fax: 202.408.8072
<http://www.ccsso.org/>